DOCUMENT RESUME

ED 416 429 CG 028 314

AUTHOR Phelps, Vincent
TITLE The Effect of Positive Reinforcement on Students in Juvenile Institutions.
PUB DATE 1997-12-00
NOTE 78p.; Master's Thesis, Salem Teikyo University.
PUB TYPE Dissertations/Theses - Masters Theses (042)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adolescents; *Behavior Modification; *Correctional Education; *Correctional Rehabilitation; *Incentives; Intermediate Grades; *Positive Reinforcement; Preadolescents; Secondary Education; Self Esteem
IDENTIFIERS West Virginia Industrial Home for Youth

ABSTRACT

This thesis details a program of teacher-reinforced behaviors for juveniles convicted of a felony and incarcerated at the West Virginia Industrial Home for Youth (WVIHY). The goal was to determine an effective way to control behaviors of incarcerated youth in an educational setting by use of a positive reinforcement program: "Keys to Innervision." Data was gathered from the contracts with students and from student evaluation sheets. Contracts included behavior change, journaling, exercise, and contract homework. To foster behavior change, students received coupons exchangeable for food and sundry items from the school store. Each student set a personal goal in sports skills and physical fitness, which was then written out step-by-step. Results show that students exhibited more positive behavior all around and improved specifically in areas like walking in the hall between classes and dressing for Physical Education class. Awards were given for certain other successes. Students and teachers both perceived the program favorably and claimed to benefit from it. (EMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 429

CE

THE

EFFECT OF POSITIVE REINFORCEMENT

ON STUDENTS

IN JUVENILE INSTITUTIONS

A THESIS

PRESENTED TO

THE FACULTY OF THE GRADUATE SCHOOL

SALEM-TEIKYO UNIVERSITY

MASTER OF ARTS IN EDUCATION

VINCENT PHELPS

BEST COPY AVAILABLE

DECEMBER 1997

CG028314

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. Phelps

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

SALEM-TEIKYO UNIVERSITY

SALEM, WEST VIRGINA

This Thesis submitted by Vincent Phelps has been approved meeting the research requirements for the Master of Arts Degree.

12/3/97 John F. Curran Thesis Committee Chair

Date (Professor of Education, Salem-Teikyo University)

12/3/97 Gary L. McAllister

Date (Professor of Education, Salem-Teikyo University)

12/3/97

Date (Administrator of Graduate Program, Salem-Teikyo University)

TABLE OF CONTENTS:

CHAPTER 1 INTRODUCTION 1

CHAPTER 2 REVIEW OF LITERATURE 4

CHAPTER 3 METHODS AND PROCEDURES 21

CHAPTER 4 ANALYSIS OF DATA 25

CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 36

BIBLIOGRAPHY 54

APPENDIX 57

CHAPTER 1

INTRODUCTION

A University of Michigan study showed that 270,000 guns are carried to school by students in the United States each day. (1:1) In the United States a poll was taken . The categories of fighting, violence, gangs, and lack of discipline shares the number one problem confronting the public schools. There are 245 security officers in the United States school systems; 102 of these are armed. (1:1). Some natural questions include: Is there any hope for students who have become involved in violence? What can be done about violence? Are Correctional Systems correcting committed juveniles?

Statement of Problem:

What is the effect of a program of positive reinforcement on the behaviors of incarcerated youths? The West Virginia Industrial Home for Youths houses male and female juveniles convicted of a felony between the ages of ten to eighteen. The juvenile correctional center has shown an increase in population. The following statistics show the total enrollment of students in the WVIHY each month added together for a year. In 1993 the population was 473 for the year; in 1994 it increased to 517; in 1995 it went to 1,028. (1:1)

Hypothesis:

There will be a significant difference in the frequency of undesirable behaviors between students exposed to a program of teacher reinforced behaviors. The students who were positively reinforced will show an increase in the frequency with which they follow school and class rules.

Limitations:

The study was limited to 10 juveniles, who were incarcerated at The West Virginia Industrial Home for Youth from 1995 to1996. The juveniles were enrolled in Johnston School at the WVIHY for at least six months. The study was limited to the Keys to Innervision program. The study was limited to a four month time frame.

Assumptions:

The students in this setting represent juveniles from every county in West Virginia. Thefore the sample is typical of juvenile offenders. Each student has been convicted of a felony. The ages are 12-18 female, 10-18 male, and 14-18 adult commitments. Ten students, both male and female, were put on a "behavior contract" program for four months. It is assumed that the sample is of adequate size for testing. It is assumed that the Keys to Innervision is a valid program. The time frame is adequate.

DEFINITION OF TERMS:

Achievement - Success in an endeavor

Assertive Discipline Plan - A plan that explains what the expected behavior is,and which specifies the consequences for accomplishing the expected behavior and for not accomplishing the expected behavior.

Assertive Teacher - One who clearly and firmly communicates wants and needs to students and is prepared to reinforce words with appropriate action without violating the rights of others.

Behavior Contract - An aggreement between the teacher and the student for a specific behavior in order to receive a reward within a specific time frame.

Behavior Management - A set of skills which enables a person to praise appropriate behaviors, ignore inappropriate behaviors, and intervene in disruptive and destructive behavior.

Disadvantaged Youth - Children who need special kinds of instruction because of culture, economics, parental attitude, etc.

Grandma Rule - A motivational activity to help a person choose a less desirable activity before

the person can get something he\she really wants. Example: A mother says to her child, "Eat your peas and than you can have some ice cream".

KIV - (Keys to Innervision) A program that aims to reach a person's self-concept by positive imagery, self-talk, goal setting, decision making , challenges, affirmations, and personal accountability.

Limit setting consequences - An action taken by a teacher as a result of a rule violation.

Operant conditioning - A voluntary action that occurs after planned reinforcement. An example is a student completes a behavior specific assignment of using only clean language no profanity, the within a class period and receives a token.

Outcome based - A method of evaluating what students produce.

Positive Reinforcement - A variety of techniques to encourage and motivate students. It includes praise, specific instructions, special awards, tokens and privileges, positive role models.

Resiliency - The quality that allows a person to be exposed to significant stress and adversity and not succumb to failure.

Responsibility -- A condition of being responsible; expected or obliged to account for.

Self-concept - The way one sees him\herself mentally.

Self-esteem - The value a student puts on him\herself, pride in oneself, self-respect.

Self-talk - What a person says to him\herself verbally or mentally.

Special Students - students who are at risk, disadvantaged, or are incarcerated.

Time-out - a procedure when security personel are notified and students are put in isolation out of the classroom for ten minutes after which they returning to class.

Write -ups - A written report about negative student behavior that goes on the student's permanent record.

WVIHY - The West Virginia Industrial Home for Youth, a maximum security juvenile facility, which houses offenders ages 11-20.

REVIEW OF LITERATURE

Positive reinforcement began with experiments that showed if given the right conditioning certain reflexes would occur. Ivan Pavlov, a Russian scientist in the early 1900's, demonstrated that a dog can learn to salivate at the sound of a bell or other sounds. (3:133-134)

In 1903 John B. Watson a psychologist sought to combine the scientific method to control human behavior with Pavlov's finding. He felt so strongly about his discoveries that he stated, "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take anyone at random and train to become any type of specialist. I might select- doctor, lawyer, artist, merchant -chief, and yes even beggarman and thief, regardless of his talents, abilities, vocation's and race of ancestors". (6:135)

B.F. Skinner of Harvard argued that the key to behavior control is reinforcement. He built on Pavlov's idea that "The right conditions can bring about the desired reflexes." However, Skinner does not ignore inherited factors, but points out that these cannot be changed. He therefore prefers to concentrate exclusively on environmental experiences that can be arranged and altered. (6:233)

Skinner developed the argument that actions followed by a reward of some kind are likely to be repeated. Skinner saw Pavlov's stimuli and response as an involuntary response. The dog salivated involuntarily when the bell was rung. However, he was able to get pigeons to peck tunes on a xylophone when the bell rang. This was voluntary or operant conditioning. (6:233-234) Skinner viewed teachers as having an impact on their students because teachers can arrange conditions to produce the desired behavior. However, this should be done in a consistent, efficient and systematic way.

1. VERBAL PRAISE:

The simplest form of positive reinforcement is to give verbal praise. However, it yields good results. "Coaches who get the most out of their players always look for good things to say. Being positive helps a player learn from mistakes and recover. Being positive builds confidence".(9:14) Encouragement or praise gives refreshment, imparts confidence and gives strength.(37:414-415) Educators have used positive reinforcement for many years. Verbal praise is one of the most basic ways to motivate pupils. An assertive teacher will recognize and express quickly what is considered proper behavior. (8:32) Guidelines include: praise positive behavior, and be specific about behaviors that examplifies what the teacher wants. For example if the teacher wants children to work hard, tell the students, "Jimmy is working hard" or say, "That's right you're a hard worker". If the teacher wants the students to pay close attention the teacher can say, "That's a good answer. You have been listening closely". Class rules also can be emphasized by praising the students who are following the specific rules. (6:805)

2. SPECIFIC INSTRUCTIONS:

Clear specific instructions allow students to hear the desired behavior. Words affect a person's behavior. Words create pictures in the mind, which create feelings. The feelings cause behaviors. (22:14-15)

In athletics "Players get more out of telling them what to do than what not to do. It is wise to give specific instructions such as : "Pass the ball to the side away from the guard". "Take a slide step and box out your man". "Keep the pressure on! "(9:24)

An assertive teacher will respond to inappropriate behavior by clearly communicating to the child disapproval of the behavior, followed by an explanation of what the instructor wants the child to do. Such a teacher attacks the problem, not the person. He\she avoids statements that humiliate the students. For example the teacher might say, "Don't push because you may hurt someone." rather than saying, "You are being thoughtless and rude and making all of us dislike

you." The first example focuses on the behavior; however the second example attacks the student's character. (8:30)

3: MODELING:

Humans naturally imitate other humans. Modeling is similar to imitation and takes place unconsciously. (21:21) Teachers influence students far more subtly than they suspect, with voices, manners, and attitudes.(27:15) "Teachers need to set a good example for students to imitate. They should correct disruptive behavior and help students see no grudge is being held." (6:108)

The teacher's firm and controled way of dealing with a student's misbehavior is more likely to leave a positive impression on the "innocent pupils". (26:800)

Research shows that the level of training of adult leaders is a critical factor in developing positive behaviors for youths.(34:1) Students learn many behaviors by imitating others, especially the individuals with whom the student identifies. However, many students identify with the teacher. The teacher helps to produce positive behaviors. Therefore, he\she should strive to be a worthwhile model. (26:138,139) A good rule for a teacher to control the students' behavoir is to behave the way the teacher wants students to behave. (26:471)

4. TANGIBLE AWARDS OR PRIVILEGE:

One of the most effective forms of positive reinforcement is giving material, tangible rewards. An assertive teacher is willing to back up positive statements with positive actions.(8:22) He\she is quick to reward good behavior or a job well done with praise or reward. He\she institutes a program of reinforcement, even with a token or privilege.(3:8,9)

Special awards for good behavior and academic work can be highly significant motivators for many students. (8:124) Having regular reward ceremonies where almost anyone can be recognized is an inexpensive but powerful tool to encourage positive behavior. (26:142)

Handshakes, pats on the back,"High fives" are also positive reinforcers; however, any physical contact must be used appropriately. (26:150)

THE EFFECT OF POSITIVE REINFORCEMENT:

Self-concept is one of the single most important factors influencing what human beings do and how they do it. Other people have a significant impact on one's self-concept. This begins the moment a baby is born and even before birth, by messages received and accumulated about himself. People can change their self-concept by support and assistance from others who want to help. Positive reinforcement promotes this change in people.(17:79,81)

Human needs also directly influence behavior. All humans have needs, and human behavior reflects an attempt to meet those needs. Human behavior is aimed at satisfying the most basic needs first, such as food, clothing, shelter, physical safety and thirst.
(17:82-84)

The next level is emotional. Humans are social beings. Humans need other people. They have the need:

1. To belong.
2. To be a valued member of a group.
3. To love and be loved.
4. To achieve.
5. To have others recognize personal competency at something.

This need is so strong that some people will seek negative attention just to be recognized.(17:82-84)Each person needs recognition from others. It is important to find healthy, positive ways to meet this need.(17:84)

Students who struggle to concentrate on material that is not intrinsically interesting, need special forms of reinforcement, things that interest them.(6:272-273)

Higher level needs such as aesthetic and self-actualization are sought only after these lower emotional needs are met. Aesthetic needs include order, balance, to know, explore, and understand.

The highest need is self - actualization. This is often a lifelong process. A human strives to reach it by :

1. Doing what an individual is capable of doing.

2. Doing what that individual is capable of doing very well.

The greatest sense of fulfillment is accomplished through personal challenges. (17:82-84)

Positive reinforcement allows students to be recognized by praise or rewards, often in the presence of other people. The effect on the student, for the most part, is the realization that the teacher cares personally. This helps meet the student's need to be loved.(8:120-121) The reward or praise shows that the individual has achieved something of value and has shown competence. (17:82-84)

The teenage years are a very special time of development into adulthood. Erik Erikson's research on human stages of development, shows that the teenager has other needs to be met. For example, Erikson discusses how at ages 12-18 teenagers are concerned about the type of adult they are becoming. They strongly consider how they are seen in the eyes of other people as compared to what they feel about themselves. Their goal is to develop an "ego identity". They are trying to perceive self.(6:144-149) If they are unable to establish a sense of stability in various aspects of their lives particularly about sex and occupation, role confusion results.(6:668-671) High school students need help to develop identification.

The following is suggested:

1. Urge students to select short term goals. The positive reinforcement program needs to be specific in what is expected (8:127)

2. Show that the teacher recognizes the student as an individual of worth. Recognization for

positive accomplishments helps students to see themselves as a positive person.(22:14)

3. Help the student to accept his\her personal appearance.(6:78) Find out what the individual is interested in and use this as a reinforcer. (8:127)

Piaget says that students in high school begin to think in a formal way. They have at this point the ability to think in abstract ways and to consider possibilities. As a result they think about possibilities more than realities.(6:144-149) Erikson suggested that unrestrained theorizing about ideals, without understanding realities, tends to make teenagers rebels who have little patience. Teenagers fail to understand why parents and other adults do not find quick solutions to personal, social and other problems. Also, teenagers at the high school level are quick to analyze themselves and project on others. This causes self-consciousness. Adolescents take the other person's point of view to an extreme degree. They feel they are always on stage and are very concerned with the reaction of others and may do many things as an attention getting devices.(6:144-149)

Questions which are important include: What can be done at this stage? How can positive reinforcement help?

1. Allow students to use democratic procedures in the classroom.(6144-149) One of the most critical factors when using positive reinforcement techniques is the use of incentives that have interest to the student. (8:125)

2. Offer guidance to students who find it difficult to get along with others. (6:144-149) The teacher needs to give corrective instructions. Explain what is desired or expected. (8:21,27) but give directions in a way that will help students solve problems themselves. (18:60-63)

3. Comment favorably on behavior that reveals a sense of personal responsibility.(6:144-149)) Simply give verbal praise when the desired behavior is displayed. Show approval! (9:14)

SELF-ESTEEM OF STUDENTS AND POSITIVE REINFORCEMENT:

Self-esteem has a profound effect on personal achievement. Self-esteem is based on what a person does and on how other people feel about him\her. The program Pacesetters provides students with success consistently. The results were an increase in positive attitude and self-esteem. Students are given rewards systematically for completing a certain percentage grade at their personal level.(36:1)

The level of self-esteem directly affects the level of positive emotions, motivation, and achievement. (13:100) The reaction is the self-fulfilling prophecy for teachers using positive reinforcement. Students share their teacher's estimate of their abilities. Also, students can develop a strongly entrenched negative attitude about themselves and school. This can occur when teachers use negative statments to students about themselves and their ability. These students fall behind their classmates and are unable to catch-up.(6:651)

TEACHERS OF SPECIAL STUDENTS USE POSITIVE REINFORCEMENT:

Students who are disadvantaged or have low self-esteem need extra help to achieve. Some children need more support and than others. These children are more difficult to deal with. (8:33) The cycle of low self esteem, poor performance, negative view of school and education, affects the child's view of the academic experience and achievement.(6:563)

Reinforcement schedules influence output. Special students often do not have the maturity or foresight to recognize the need to master basic skills in information. Give tangible evidence that progress is made.(6:572) Give specific tasks at the beginning of the day and supply a payoff after each task is completed or on a fixed interval, such as every fifteen minutes.(6:759) The rebellious student does not cooperate with the teacher's efforts to educate. Some students are seen as impossible to educate. Teachers have tried new methods and will continue to do so;

however, positive reinforcement is one approach that can be used in many school systems. (39:21)

Juveniles in corrections care have often missed out on being rewarded for good behaviors. The task is to reinforce or positively approve behaviors.(26:50) The skillful teacher adapts his to the pupils needs and determine the interest of the student and use this knowledge to offer positive incentives. This method can change the student's achievement level and attitude. Positive incentives can decrease failing and produce a child who has a positive self-conept that extends to every area of life. (37:21)

THE EFFECT OF POSITIVE REINFORCEMENT ON THE TEACHER - The One Giving It:

Teachers experience positive feelings when giving positive reinforcement. When a person (teacher) gives unselfishly, happiness increases. (4:3-4) If a person wants to feel good, he\she can do something nice for another person. The joy will come from this action. This action can be verbal or physical; either brings happiness. (7:102) Teachers of special students need to be givers. The instructors give freely of affection and approval; students do not have to earn it. (15:98)

People need other people for personal health. "Researchers say people who give time, energy and gifts to others derive health benefits."(2:19) Teachers experience the fulfillment of emotional needs such as recognition, competency and love because students see the teacher who provides positive reinforcement as someone who is trying to help.(8:13) In addition, an effective classroom atmosphere is created. Students feel better about the teacher, and the teacher feels better about him or herself.(8:120-121)

The positive reinforcement program encourages teachers to mark progress daily. This provides teachers and students feedback, adjustments can be made if necessary.(8:152) Then teachers can experience what Erikson calls Generativity verus Stagnation. Here the middle-aged

person is primarily concerned with helping the next generation progress.(6:98)

The teacher must be sincere when giving praise. Flattery is to be avoided. Flattery is false, insincere or excessive praise meant to appeal to one's vanity. (36:414-415) Special students require honesty from teachers.(19:104)

AN EFFECTIVE TEACHER:

An effective teacher displays qualities that bring out the best in students.

Six Characteristics of a Good Teacher:

1. Well informed about the subject.
2. Sensitive to the feelings of students and colleagues.
3. Believes students can learn.
4. Has a positive self-concept.
5. Believes in helping all students.
6. Uses many different methods of teaching.(6:337)

The effective teacher learns the interests and needs of the students and will use the self-fulfilling prophecy to the student's best interest. Teachers who expect more of students get more. The teacher's expectations have an influence on pupil performance.(6:307-308)

An effective teacher will use discipline to help the child to behave more appropriately. A hostile teacher will utilize discipline to get back at students. "All students want the teacher's attention." However, many teachers think children are supposed to be "good" so they interact or give attention to students who are "bad". Students will act in the way that gets attention. Therefore, it is to the teacher's benefit to use positive reinforcement whenever possible.(8:119)

THE IMPACT OF POSITIVE REINFORCEMENT ON YOUTH SERVICES.

THE NEED FOR CHANGE:

Youths may feel nobody cares and may migrate toward gangs and social organizations that provide structure and group membership. Research suggest that existing programs have failed

to impart the necessary skills to youth, and to meet the fundamental needs of adolescents.(10:1) Service professions need to look at developing and utilizing people's strengths, capacities, and assets, not targeting and treating their deficiencies, weakness and problems. Instead actively engage children and develop their competencies. The vision then will be one of children, families and communities that are healthy, empowered, self-sustaining and self-helping. Resiliency will be the result. Young people will not succumb to school failure, substance abuse, and delinquency problems.(10:2)

According to Duncan, the education system needs to be restructured for outcome based education. Traditional education systems are organized for custodise and administrative convenience rather than to achieve or ensure successful results. Effective education means having all students learn well not just the fastest, the brightest or the most advantaged.(10:2)

Therefore a change is needed from the traditional education system that will allow disadvantages youths and those who are "high risk" to be successful.

The following guidelines would apply to effective education programs: A positive reinforcement program also meets these objectives.

1. Students actively participate. Make sure the positive consequence is what the child wants.(6:284)

2. Educational or instructional support. Provide feedback so that correct responses (behavior) will be reinforced and so students will become aware of and correct errors.(6:251)

3. Have high expectations. The goal is to change who positively reinforces. Each child should learn to reinforce him or herself. (32:119)

This would include child-centered activity learning, school-to-work programs, school-business partnerships.(10:2)

Research in juvenile corrections shows that the majority of youth committed to juveniles corrections facilities have a typical profile.

1. Socioeconomic deprivation.
2. Dysfunctional families.
3. Learning problems.
4. Low self-esteem.
5. Poor self-image.(10:3)

The juveniles in corrections are "street smart" but are inaccurate or unrealistic about job expectations and competencies needed to survive.(10:3)

The following are factors that play a part in successful rehabilitation:

1. The program is focused on offender's needs and characteristics.
2. A caring staff and environment are maintained.
3. The emphasis of vocational training on marketable skills.
4. Intensive care is given before and after release.
5. Training in appropriate social behaviors is provided.
6. Family therapy and financial support are available.

(10:3)

To prevent violence, drug abuse, alcohol abuse and other delinquent problems, the focus of education needs to shift from risk factors to developing strengths within the youth. Education systems need to help students to become resilient. The resilient child is able to resist negative peer pressure and gang involvement by displaying social competence, problem solving skills, autonomy, and a sense of purpose and future. (10:3)

The following are factors that are critical to the development of resiliency: Positive reinforcement helps a student (child) develop resiliency.

1. Care and support. The presence of a caring parent and a confident positive teacher.
2. High expectation. Positive parental attitudes accompanied by high behavior expectations.

3. Active participation. Responsibilities at home, involvement in school, and other opportunities for participation. (10:3)

TEACHING RESPONSIBILITY AND POSITIVE REINFORCEMENT:

Responsibility is an important quality for juveniles to learn, especially incarcerated youths. Judge Lois Lorer, speaking on the subject of sentencing criminals, states: "My conclusions are based on the belief that every human being is responsible for his acts." (5:7) Dr. Stanton Samenow says: "Instead of spoon - feeding excuses to the criminal for his conduct (behaving a certain way because of bad neighborhoods, inadequate parents, television, schools, drugs, or unemployment) we could make him conscious of his own responsibility." (5:7)

At the Delancy Street Treatment program in San Franciso California, researchers have found that reinforcement of positive behavior and habits raises awareness of moral responsibility.(38:4) Also, before being enrolled the person must ask for help, "No request from parents or lawyers can substitute for the individual taking the first step of accepting the responsibility for his own life."(38:6)

The program in New Hampshire, Adult Felony Diversion Program, County of Merrimack has this objective."The goal is to make the offender responsible for his\her own rehabilitation"(38:41) The program in Oklahoma Systems Approach to Treatment Through Moral Recognition Therapy has a systematic approach. This treatment modesty places responsibility and accountability on the offender. (38:41) Rothman mentions that the most important thing which can be done is to teach disadvantaged students to control their own lives. (15:245)

PROGRAMS USING POSITIVE REINFORCEMENT:

A variety of rehabilitation programs in the United States use positive reinforcement. Morgenthau says, "Catch juveniles (juveniles in correctional facilities) doing something right and make sure they know you appreciate it." (25:50)

In Ohio the early Dropout and Violence Prevention Program recognizes achievements with trophies and certificates. These education incentives provide positive reinforcement to at risk students who do not usually receive praise. Students are encouraged to disclose problems and rely upon positive adult counseling. Students are given the opportunity to gain information and to interact with positive role models.(38:124)

Special awards for good behavior or good academic work can be highly significant motivators for many children.(38:51) Enhancement of self-concept changes what clients think of themselves.(37:4) At the Delancey Street program the residents employ positive rewards and role modeling with one another.(38:6) In facilities with female offenders this basic approach is used, "The chance to earn overnight visiting privileges with their children can be a powerful incentive for women to participate in parenting classes."(29:41)

IMPLEMENTATION OF KEYS TO INNTERVISION (KIV) RESULTED IN THE FOLLOWING:

1. At Arkansas Youth Service Center Unit Management Dorms.

The unit showed a fifty percent reduction in negative incident reports. Teachers report sixty percent to eighty-five percent improvement in behavior in the classroom. A teacher reported that write-ups dropped from twenty to twenty-five per month to zero. Students apologize when their behavior is inappropriate. Staff take less sick leave. Finally, there were fifty percent fewer visits to the campus nurse by students.(23:1)

2. Arizona Department of Youth Treatment and Rehabilitation had fifty percent fewer security calls to cottage management dorms.(23:1)

3. Monroe, Louisiana Group Home reported four to six run aways per month before KIV was implemented. This dropped to zero and remained for at least six consecutive months.(23:2)

4. The Morris County Youth Center found after the implementation of KIV the number of simple assaults, major contraband, and lock down required, dropped forty percent. The number of

incidents, use of restraints and fighting dropped forty-two percent.(23:4)

5. King County Conference Committee Seattle Washington Probation, Ages Twelve to seventeen showed an increase in the following areas:

A) Getting along with other family members increased forty-five percent.

B) Setting personal goals increased sixty percent.

C) Achieves personal goals increased fifty percent.

D) Accepts responsibility for actions increased seventy percent.

E) Acts independent of pressure from friends increased seventy percent.

F) Considers the consequences of decisions increased eighty percent.

G) Expresses self confidence in speech or action increased eighty percent.

At the Catholic Archdiocese Portland, Oregon in 9 schools, 17 classes, Grade 6-9 in 1988-89 Teachers and Facilitator Surveys had these results:(22:5)

Teachers who reported consistent and long-term follow-up, and cited personal use of the KEYS information in their personal professional lives, also saw more positive changes and changes of greater magnitude in their students than teachers who reported less personal and professional involvement with the curriculum.(22:5)

THE COMMUNITY INTENSIVE TREATMENT FOR YOUTH (C.I.T.Y.) PROGRAM IN BIRMINGHAM ALABAMA, LOCATED IN SEVEN COUNTIES USES THE FOLLOWING IN A MOTIVATION SYSTEM:

1. Tangible rewards.

2. Social and psychological recognition.

3. Points are earned for academic performance, exhibiting positive behaviors, group participation, and physical education.

4. Points can then be used for reinforcements as fun trips, store items, gift certificates, time off. etc...

5. Higher levels of performance results in more points.

6. All can earn points with a system structured as much like the real world as possible.(13:3-4)

"Youth at risk have often developed patterns of behavior that interfere with success in school, on the job or in technical training. Through observation during assessment, behaviors are identified and prioritized. The top two behaviors are targeted for change and the incompatible opposites of those behaviors are identified. The objective is to increase the occurrence ot the incompatible opposite or positive behavior while decreasing the occurrence of the overt negative behavior. These changes occur through the use of contingency management, social, and psychological reinforcement. Using this method, we are teaching new ways of behaving."(13:3-4)

MAJOR GUIDELINES IN MANAGING A POSITIVE REINFORCEMENT PROGRAM:

1. Reinforce students when engaging in desired behavior.

2. Decide on the reinforcer or series of reinforcers.

3. Use the "Grandma Rule"; ie, a person who completes an undesirable task gets a desirable reward.

4. Record the desired behavior and reinforcement.

5. Provide feedback so that correct responses (behavior) will be reinforced and so students will become aware of and correct errors.

6. Record results.

7. Define conclusions.

Make sure the positive consequence is what the child wants or likes, and that the teacher is comfortable providing it. (26:50) (6:251,258,284)

Teachers should wean a child from a system of extrinsic rewards and punishments to a system of self-rewards. The goal is to change who positively reinforces. Each child should learn to reinforce him or herself.(32:119) A child may become dependent on personal approval. His main concern is a job well done.(31:119) "The way an individual begins to feel self-pride is

though success and accomplishment. We want them to have self-pride". (15:176)

CONTRACTS : These are one of the most useful methods of positive reinforcements. Contracts should:

1. Be positive and specific.
2. Write down and chart progress, note reinforcement schedule and procedure.
3. Design the system to deliver rewards quickly.
4. Be flexible regarding student needs and progress.
5. Include negative consequences as necessary. (8:127)

In New Hampshire, the Adult Felony Diversion Program, County of Merrimack, uses contracts after assessing the needs, abilities, disabilities of defendants through testing and interviews. A specific plan is completed for each defendant who qualifies. The goal is to integrate the offender into the community and provide restitution to the community and the victim for the offense committed.(38:41)

Upon completion of the assessment and acceptance by the Diversion Program, a contract is offered to the offender and his\her attorney. The contract sets out the specific requirements and the period of time(up to five years) in which the offender must complete those requirements. The State agrees to refrain from prosecution during the term of the contract, as long as the terms are fulfilled, The goal is to make the offender responsible for his\her own rehabilitation. (37:414) Moore notes that contracts are another name for goal setting.(25:2-5)

Tice also states that contracts are another name for goal setting; however, he adds a very important concept - the payoff. This concept of goal setting involves writing out what the person wants in the future clearly and specifically. This becomes the goal. Then the payoff, or pay value, is written. This is the reason for the goal, and why the person wants to accomplish the goal. The next step is to make a contract with "yourself". The contract states the goal and the pay value and the personal agreement that the goal and pay value will be read twice a day.

The contract is then signed and dated and placed where it can be seen daily or is carried around with the person on a small card. (35:13-2) The same principles apply to contracts or goal setting in the classroom.

ARE CONTRACTS BRIBERY?

The teacher, not the material award (candy, etc...), is in control. The teacher must communicate clearly to the student. "I will provide you candy etc....., because I feel it will help me to influence you to improve your behavior. If it doesn't work out or if you try to abuse the special reward, I will eliminate it."(8:31)

HOW LONG WILL THE CONTRACT LAST?

The contract lasts as long as the teacher feels it is needed. However, it should be phased out gradually. Contracts can be utlized with one student, several students, or with the entire class. (8:32)

HOW WILL OTHER STUDENTS, WHO ARE NOT ON CONTRACTS RESPOND?

This will only be a problem if the other children are not being praised. If the teacher is nonassertive when other children act appropriately they will get jealous and behave inappropriately. (8:131-132) Positive assertion or (reinforcement) does not work alone. A balance between positive and negative consequences should be maintained. However, teachers should work to use positive reinforcement first. Using both allows students to choose and the teacher knows personal parameters.(8:131-133)

An assertive discipline plan is recommended.The teacher should utilize these suggestions, which include both positive and negative reinforcement:

1. What behaviors do I want? 2.What limit-setting consequences will be appropriate?
3. What positive consequences will be appropriate as a reinforcer? 4.What planning is necessary to implement the limit-setting or positive consequences? (8:148)

"Give personal positive feedback. This increases confidence and consistency." (8:153) However, implementing the positive reinforcement program is more demanding on the teacher's time!

CHAPTER 3

METHODS AND PROCEDURES:

The purpose of this chapter is to discuss the research design, the population, and the measuring instruments used to evaluate the data. Data was gathered from the contracts with students who underwent a positive reinforcement program, and from student behavior evaluation sheets.

RESEARCH DESIGN:

The data taken from student contracts were subjected to the Chi Square formula to determine how often students displayed desired behaviors such as following class and school rules. The goal is to determine an effective way to control behaviors of incarcerated youths in an educational setting. Ten students were put on behavior contracts for four months at the West Virginia Industrial Home for Youth. The teacher and the student individually agreed to the terms of the contract. The teacher then put the student's name on a daily contract list. Each day that the teacher observed the student successfully completing the contract a mark is made on the checklist. Each day that the student violated the contract one or more times during the class period a circle with a number was made on the checklist. At the end of the four month period the individual student's data was subjected to the Chi Square formula to determine how often this student has displayed desired behaviors. The Chi Square formula was also used to test the significance of how often the students have violated the contract once and two or more times. Student evaluation sheets describe what the individual teachers has observed in the classroom for a twenty eight day period and dated. These sheets were compared with the date when the behavior contract began. A comparison was made between the comments made by the teacher before the behavior contract and at the end of the four months when the student has been positively reinforced. The objective is to determine if the teacher's comments reflect a change in the student's behavior.

STUDENT CONTRACTS:

Students were given a behavior contract only after the teacher had verbally warned a student for a particular behavior(s) several times within a week or more. The student had to agree to the terms of the contract verbally. A reward (coupon) was given the next day after the contract was completed and recorded. If the contract was not completed, that was also recorded. Each day a daily contract checklist was marked. (9:539) The Chi Square formula was used to show if there is a difference between the number of observed completions of the compare contracts and the expected number. The Chi Square formula was also used to determine the number of observed violations that occurred only once with the expected number. Again the Chi Square formula was used to compare the difference between the number of observed violations two or more times with the expected number.

THE FOLLOWING ARE EXAMPLES OF BEHAVIORS TO BE CORRECTED:

1. Use of language; No profanity.
2. Disrespect toward other students; Students are to use no "put downs".
3. Leaving classes or coming to classes late; Encourage punctuality
4. "Horseplay"; Has hands and feet controlled.
5. Loud voice; control volume, and tone.

DAILY CONTRACT CHECKLIST:

For each day that a student received an (x) on the chart or checklist, that student received a coupon the next day. For each day that a student did not complete his\her contract, a circle was marked for that day. One violation of behavior for which a particular student is contracted resulted in a circle being marked. If the student completed the class and displayed proper behavior on his or her given contract, then an (x) was marked. If the student violated the contract only once, the number one was placed in the box with the circle. If the student violated the contract two times or more then the number two was put in the box with the circle.

SEE APPENDIX 1, page 57

EVALUATIONS:

Each student at WVIHY is evaluated every every twenty-eight days. Evaluations are based on education and behavior. Each teacher is required to fill out a section of each student's evaluation. This information is used with other reports to determine the progress of each student.

The school evaluations were used in conjunction with the behavior contracts to determine any progress in student behavior. Comments written by the teacher before and after the behavior contract began indicated the amount of progress made. The evaluation sheets for each student is dated. The date of the evaluation sheet and the comments were compared with the start of the behavior contract and the comments after the student has been on the behavior contract. The goal is to determine if any progress has been made in the student's behavior while the student was being positively reinforced. The comments reflected the teacher's observation of that student for the past twenty-eight days.

SEE APPENDIX 9 Page 58

THE TERMS OF THE CONTRACT:

The teacher recognizes a specfic behavioral problem which needs to be corrected. The teacher then talks to the student one on one if possible, and explains the behavior which needs

to be corrected. The student is then given a choice of receiving a token each day, by successfully completing the contract for a specific period of time. If the student does not complete the contract no reward will be given the following day. The teacher may provide daily feedback on the progress the student is making. Suggestions may be offered as to how the student can successfully complete the contract.

COUPONS:

The coupons the students receive may be used to buy food and other items at the school store. The store is supplied with many items the students request. The school store is open once every six weeks through the year. The coupons are kept by a "homeroom" teacher, The coupons are a small slip of paper which has a space for the student's name, the date, and for explaining the positive behavior. The coupon is to be given to the student in front of other students if possible, explaining the positive behavior. The student has the choice of spending the coupons, however he\she wants, or of saving them.

SEE APPENDIX 10 Page 59

CHAPTHER 4

ANALYSIS OF DATA

This section is the description of each student's behavior before and after being put on the behavior contract. Each student at WVIHY is evaluated every fouteen days and twenty-eight days. The following is a description of the students' behavior by the teacher using behavior contracts.

Each student on a behavior contract must complete the class, from the time the bell rings to begin class to the time the bell rings to end class, with no violations. This is based on the teacher's judgement. The student needs to accept the judgement. When the student accomplishes the individual contract he or she will be given a coupon.

STUDENT NUMBER ONE:

The student's contract was to control language, use no profanity. Before the contract was made the teacher made the following statement several times from February 8 to March 14, 1996. "Needs to control language." After being placed on the behavior contract the following comments were made by the teacher. "Doing a fine job," "Nice job; has improved. Has shown herself to be delightful," "Handles herself well," "Still doing a fine job."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER ONE:

The student was on the behavioral contract a total of fifty-nine days. The contract was completed forty-six days. The contract was violated once during a class period nine days. The contract was violated two or more times within a class period four days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = VIOLATED TWO OR MORE

OBSERVED = 46 = C 9 = V 4 = M TOTAL DAYS ON CONTRACT = 59

THE CHI SQUARE FORMULA FOR STUDENT NUMBER ONE:

CHI SQUARE = (O - E) / E = _____ + _____ + _____ = _____

EXPECTED = E =	19.6	19.6	19.6
OBSERVED = O =	46	9	4
O - E =	26.4	-10.6	-15.6
(O - E) =	696.96	112.36	243.36

(O - E) /E = 35.55 + 5.73 + 12.41 = 53.69

THE NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER TWO:

The student's contract was to control hands and feet, no "horseplay", and to control language with no profanity. Before the behavioral contract the teacher several times made the following statement. "Needs to control language." After being on the behavior contract the teacher made the following statements. "Improving, needs to work on noise level," "Has impressed me," "Working on control," "Behavior is more controled," and "Improvement is measurable."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER TWO:

The student was on the behavioral contract a total of seventy-six days. The contract was completed forty-six days. The contract was violated once during a class period eighteen days. The contract was violated two or more times within a class period twelve days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = VIOLATED TWO OR MORE,

OBSERVED = 46 = C 18 = V 12 = M TOTAL DAYS ON CONTRACT = 76

THE FOLLOWING IS THE CHI SQUARE FORMULA FOR STUDENT NUMBER TWO:

CHI SQUARE = (O - E) / E = _____ + _____ + _____ = _____

EXCEPTED = E = 25.3 25.3 25.3

OBSERVED = O = 46 18 12

O - E = 20.7 -7.3 13.3

(O - E) = 428.49 53.29 176.89

(O - E) /E = 16.93 + 2.10 + 6.99 = 26.02

NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER THREE:

The contract for student number three was to show respect to all students verbally, as well as by other physical actions or gestures. Before the contract the teacher's comments were, "Needs to encourage others," and "Needs to control his competitive spirit." After being put on the behavioral contract the teacher made these statements, "Has shown some improvement," "His behavior has been up and down needs to work at being respectful to others," "Has improved at showing repect. Needs to keep working at this," "More positive when dealing with problems," and "Mouthy, at times needs to respect others."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER THREE:

The student was on the behavioral contract a total of seventy-three days. The contract was completed forty-eight days. The contract was violated once during a class period thirteen days. The contract was violated two or more times within a class period twelve days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = VIOLATED TWO OR MORE

OBSERVED = 48 = C, 13 = V, 12 = M, TOTAL DAYS ON CONTRACT = 73

THE CHI SQUARE FORMULA FOR STUDENT NUMBER THREE:

CHI-SQUARE (O - E) /E = _____ + _____ + _____ = _____

EXPECTED = E = 24.3 24.3 24.3

OBSERVED = O = 48 13 12

O - E = 23.7 -11.3 -12.3

(O - E) = 561.69 127.69 151.29

(O - E) /E = 23.12 + 5.25 + 6.2 = 34.59

NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER FOUR:

The contract for this student was to control language and use no profanity. Before his behavioral contract the teacher's comments were, "Disrespectful to others," "Uses poor language," and "Control language and accept corrections given." After the contract, statements from the teacher were, "Doing well, has matured, respectful cooperates," and "Still doing well."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER FOUR:

The student was on the behavioral contract a total of fifty-six days. The contract was completed forty-six days. The contract was violated once during a class period three days. The conctract was violated two or more times during a class period seven days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = TWO OR MORE,

OBSERVED = 46 = C 3 = O, 7 = M, TOTAL DAYS ON CONTRACT = 56

THE CHI SQUARE FORMULA FOR STUDENT NUMBER FOUR:

CHI-SQUARE (0 - E) /E = _____ + _____ + _____ = _____

EXPECTED = E =	18.66	18.66	18.66
OBSERVED = O =	46	3	7
O - E =	27.34	-15.66	-11.66
(O - E) =	747.47	245.23	135.95

(O - E) /E = 40.05 + 13.14 + 7.28 = 60.47

NUMBER OF CELL 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER FIVE:

The contract for this student was to control language and body gestures. No profanity or "horseplay." Before the contract the teacher made these statements, "Problems with language and other students" and "Needs to control language." After being on the contract the teacher's comments included, "Has progressed in controling language," "Has shown positive leadership," "Works well as an assistant," "Has trouble interacting with other students," "Needs to control anger," and "Very playful."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER FIVE:

The student was on the behavioral contract a total of eighty-eight days.The contract was completed fifty-two days. The contract was violated once during a class period twenty-two days. The contract was violated two or more times within a class period fourteen days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = TWO OR MORE

OBSERVED = C = 52, V = 22, M = 14, TOTAL = 88 DAYS

(See chart on page)

THE FOLLOWING IS THE CHI SQUARE FORMULA FOR STUDENT FIVE:

(O - E) /E = _____ + _____ + _____ = _____

EXPECTED = E =	29.33	29.33	29.33
OBSERVED = O =	52	22	14
O - E =	22.67	-7.33	-15.33
(O - E) =	513.92	53.72	235
(O - E) /E =	17.32 +	1.83 +	8.01 = 27.36

NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER SIX:

The contract for this student was to use clean language and to control hands and feet etc..... no profanity and no "horseplay." Before the contract the teacher made the following statements, "Needs to control playful behavior" and "Needs to control horseplay." After the contract the statements from the teacher included, "Has shown some improvement," "Playful, has controled his language and temper," "He is controling his behavior and language," "Playful, agures, needs to control behavior and comments, blames others," and "Improving, this is nice to see he is controling his behavior and language."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER SIX:

The student was on the behavioral contract a total of fifty-nine days. The contract was completed thrity-three days. The contract was violated once during a class period five days. The contract was violated two or more times within a class period twenty-one days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = TWO OR MORE

OBSERVED = C = 33, V = 5, M = 21, TOTAL = 59 DAYS

THE FOLLOWING IS THE CHI SQUARE FORMULA FOR STUDENT SIX:

(O - E) /E =

EXPECTED = E =	19.66		19.66		19.66		
OBSERVED = O =	33		5		21		
O - E =	13.34		-14.66		1.34		
(O - E) =	177.95		214.91		1.79		
(O - E) /E =	9.05	+	10.93	+	0.09	=	20.07

NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER SEVEN:

This student's contract was to leave class and come to class on time. Before the contract the student repeatedly was warned for leaving and coming to class late. After the contract the teacher made these statements about this student, "Improved timewise" and "Fine job, positive; willing to take the lead."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER SEVEN:

The student was on the behavioral contract a total of fifty-three days. The contract was completed fifty-one days. The contract was violated once during a class period two days. The contract was violated two or more times within a class period zero days.

SEE BELOW : C = COMPLETED, V = VIOLATED ONCE, M = TWO OR MORE

OBSERVED = C = 51, V = 2, M = 0, TOTAL = 53 DAYS

(See chart on page)

THE FOLLOWING IS THE CHI SQUARE FORMULA FOR STUDENT SEVEN:

(O - E) /E = _____ + _____ + _____ = _____

EXPECTED = E =	17.66	17.66	17.66
OBSERVED = O =	51	2	0
O - E =	33.34	-15.66	-17.66
(O - E) =	1111.55	245.23	311.87

(O - E) /E = 62.94 + 13.88 + 17.65 = 94.48

NUMBER OF CELLS 3 -1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER EIGHT:

This student's contract was to control his hands and feet as well as to display proper social skills. Before the contract the student showed a playful attitute and made rude statements to other students. After the contract the teacher's comments included, "Needs to control language and behavior at times," "Improving on social skills," "Seems to be aware of his problem and has shown control," and "Controling comments."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER EIGHT:

The student was on the behavioral contract a total of eighty days. The contract was completed forty-two days. The contract was violated once during a class period twenty-three days. The contract was violated two or more times within a class period fifteen days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = TWO OR MORE

OBSERVED = C = 42, V =23, M =15, TOTAL = 80 DAYS

THE FOLLOWING IS THE CHI SQUARE FORMULA FOR STUDENT NUMBER EIGHT:

(O - E) /E =

EXPECTED = E =	26.66	26.66	26.66
OBSERVED = O =	42	23	15
O - E =	15.34	-3.66	-11.66
(0 - E) =	235.31	13.39	135.95

(O - E) /E = 8.82 + 0.5 + 5.09 = 14.41

NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER NINE:

This student was contracted for showing sportsmanship and giving repect to other students. Before the contract, statements from the teacher included, "Needs to keep his bragging comments about himself to himself" and "Has problems with staff and students." After his contract the following statements were made, "Doing better," "Has shown improvement," and "Is doing well on his contract."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER NINE:

The student was on behavioral contract a total of seventy-five days. The contract was completed fifty-two days. The contract was violated once during a class period ten days. The contract was violated two or more times within a class period thirteen days.

SEE BELOW: C = COMPLETED, V = VIOLATED ONCE, M = TWO OR MORE

OBSERVED = C = 52, V = 10, M =13, TOTAL = 75 DAYS

THE FOLLOWING IS THE CHI SQUARE FORMULA FOR STUDENT NUMBER NINE:

(O - E) /E =

EXPECPTED = E =	25	25	25
OBSERVED = O =	52	10	13
0 - E =	27	-15	-12
(O - E) =	729	225	144

(O - E) /E = 29.16 + 9 + 5.76 = 43.92

NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

STUDENT NUMBER TEN:

This student was contracted to show respect to all students. Before the contract the student displayed fits of anger and used cutting remarks against others. After the contract the following statements were made by the teacher, " Doing better with comments," Has improved his comments," "Showing respect toward others in class," "Improving in work and behavior," and "Has responded well."

THE FOLLOWING IS THE ACCUMULATED DATA FOR STUDENT NUMBER TEN:

The student was on the behavioral contract a total of eighty days. The contract was completed sixty-four days. The contract was violated once during a class period ten days. The contract was violated two or more times thirteen days.

THE FOLLOWING IS THE CHI SQUARE FOR STUDENT NUMBER TEN

CHI SQUARE = (0 - E) \ E = _____ + _____ + _____ = _____

SEE BELOW: C = COMPLETED, V = VIOLATED, M = TWO OR MORE

OBSERVED = C = 64, V =10, M = 6, TOTAL = 80 DAYS

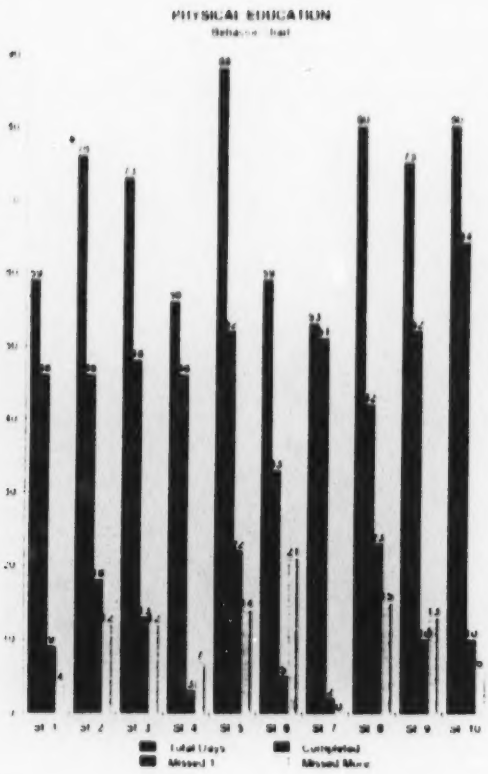
EXPECTED = E =	26.66	26.66	26.66
OBSERVED = O =	64	10	6
O - E =	37	-16.66	-20.66
(O - E) =	1369	277.55	426.83
(O - E) /E =	51.35 +	10.41 +	16.01 = 78.71

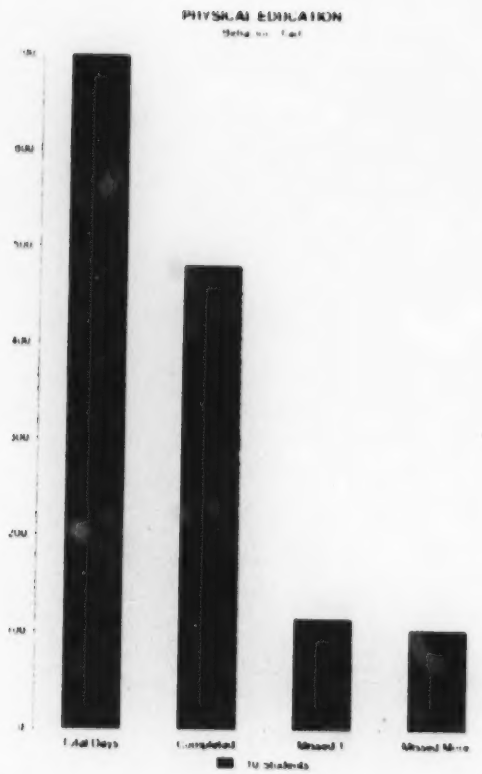
NUMBER OF CELLS 3 - 1 = 2

CRITTICAL X = 5.99

THE NULL HYPOTHESIS IS REJECTED.

THE FOLLOWING ARE CHARTS OF EACH BEHAVIOR CONTRACT. THE ONE ON THE LEFT SHOWS EACH INDIVIDUAL. THE ONE ON THE RIGHT SHOWS ALL CONTRACTS COMBINED.





BEST COPY AVAILABLE

CHAPTER 5

THE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

SUB PROBLEM:

What is the proper way to control behavior of youths who have committed violent crimes in an educational setting?

What is the proper way to deal with youths in an educational setting who are "disadvantaged" or "at risk"?

The purpose of this section is to show what students have achieved in a positive reinfocement program. Each student achievement was been positively reinforced by a material reward. Students were given guidelines and specificly told what accomplishments would be rewarded. Positive reinforcement has been found to significantly increase acceptable behavior, also the production of students' written and physical work. Other areas include homework, journal writting, and exercise.

BEHAVIORAL CONTRACTS:

The statistics and charts show overwhelming success using behavioral contracts with students at risk. Eight of the ten students in the study indicated by the Chi Square Formula, showed a change in behavior that did not happen by chance. Charts also reveal the number of times the students did not complete the contract. Even if the contract was violated once, within the class period, this was a great improvement and showed the student was tring. Also, the students that completed the behavioral contracts daily, or violated it only once at the end of the four months, was eighty-five percent! This is a very significant change in behavior for incarcerated students. This behavior was very acceptable to the teacher.

Another aspect of the study was the feelings of the teacher. The teacher did not have the "pressure" of punishing the student. The student simply did not receive the reward. As a result

the negative write-ups were reduced. More time was spent teaching and less time writing incident reports. On the other hand the teacher had the joy of rewarding a student.

CONTRACT JOURNAL WRITING:

Six students were asked to write one hundred and twenty-five words or more in a journal each day. Two students were asked to write sixty words or more. The total of eight students were given a topic to write about each day for six weeks. The students were told that if they completed the prescribed amount of words in a logical manner (according to the teacher's judgement) the individual student would earn a coupon. The teacher discovered the journals were completed eighty-two percent of the time. The students were given the coupon before leaving class or the next day after the class had been checked. Previously, students had to be verbally encouraged or warned before completing journals with twenty to fifty less words required. After giving the students the opportunity to earn coupons the class was quiet and displayed a serious attitude when working on the journals. Another time between February the first to April the fifteenth, students were told if fifty to one hundred words were completed on a teacher - given topic a coupon would be given. During this time period the students who agreed to the terms completed the contract ninety-five percent of the time!

CONTRACT HOMEWORK:

A class was given homework assignments to complete and return the next day upon entering class. Each student who brought the homework back would receive a coupon. Sixty to one hundred percent of the students in the class completed the homework daily until the end of the semester. Extra incentives were offered at times if all the students completed the assignment; for example, after a weekend the class would go to the game room the next Friday. On four different occassions this extra incentive was offered and each time one hundred percent of the class completed and returned the homework.

CONTRACT EXERCISE:

Students responded well to the invitation for an exercise contract. More students (twenty-seven) came to the instructor and volunteered for an exercise contract rather than jounal writing and behavior contracts. These students were put on the exercise contract, and fifty-five percent of the contracts were completed daily between Febuary the first and April fifteenth. Students also worked effectively before or after their class to complete the contracts. An example of a typical exercise contract would be a student needed to complete fifty crunches or sit-ups in a row without stopping. Another student choice was the bench press. Both the instructor and the student had to agree upon the number of repititions and the amount of weight before starting. Once the activity was completed properly the student was given a coupon as soon as possible.

THE FITNESS TEST AND THE POINTS SYSTEM:

The fitness test was a class activity completed at the end of every six weeks grading period. Every student in class is required to participate in the test if medically allowed. The test completed a number of objectives for the Physical Education class. First, it allowed the teacher to assess each student's attitude and fitness level. Second, it allowed students to improve personal achievement records. Third, it allowed students to earn double the normal class points.

Each day points were assigned to class activities. Students were told at the beginning of each class how many points are possible for a particular activity and how many points are possible for that day. On the day of the fitness test students were able to double the points earned. For example a push-up is worth one point during a typical day. However, on the fitness test a push-up was worth two. The response of the students was also enhanced by the fact that students are told at the beginning of the six weeks that a certain amout of points earned during

the six weeks would allow the student to receive a food prize including pop, ice cream, a homemade pastry. Each student's points and average were posted weekly and the five highest are numbered and highlighted. At the end of the six weeks the students were aware of how many points they need not only to improve the grade average but also to earn the different food prizes. The result was greater anticipation for the fitness test and better individual preformance. Teachers often remarked how tired students were in class after the fitness test. Scores were recorded daily; however, the fitness test day is the time when the outstanding scores are achieved and previous records are broken. Each student who broke a record was given a certificate and a copy is made and put in the classroom's "wall of fame". Four of the five exercise records have been achieved during the fitness test. The top scorer for the six weeks is also given a special award recognizing him or her at an awards assembly along with the second and third top scores. Students checked the scores regularly and often expressed joy or determination to be in the top five. Several asked when the next list of scores was coming out.

THE WEIGHT LIFTING PROGRAM:

Students have responded well to positive reinforcement when used with a weight lifting program. Students were awarded points for completing each weight lifting station. In order to earn points each student needed to complete a specific amount of repititions at each exercise station. For example a student completes ten repetitions on the curl bar at a weight that is comfortable for that student. After the exercise is completed the student reports his or her name and activity complete to the instructor. The instructor then marks a sheet showing that this student completed one set on the curl bar. There are six stations and each station is worth ten points. Students can also earn points by doing up to ten extra stations. In addition, students

can run a specfic amount of laps and earn more points. The class is told at the beginning of the period the total amount of points possible for the day. During the class students regularly asked for feedback on their scores. The first two semesters of the 1996 school year two or more classes have chosen to do this activity everyweek.

CONDITIONING DAY AND LAPS:

One day of the week the students were required to complete sets of calisthenics and run a certain amount of laps only by choice. Points were earned according to the amount of exercises and laps completed. Each student's name was put on a sheet and the count was recorded. The instructor or other staff (and at times other students) counted the exercises and recorded the scores. The scores were converted into points. The exercise stations were increased from three to seven. This allowed students to earn more points. In addition, students were given the option to walk or jog (run) laps. If the students ran all the laps assigned a coupon was given to that student the next day. A lap sheet was kept on each student to determine if the laps were walked or ran. Staff observed the students and marked the lap sheet. The results showed an increase in points at the end of the grading period by an average of one thousand points per student! This was a sharp increase. Also more students came close to the record number of laps (forty-two in ten minutes) then previous years. Since 1995 no student has run forty laps or more. Four students ran between thirty-nine and forty-one laps in the last two fitness test since students were rewarded for running all assigned laps.

These stastistics indicate an improvement in the fitness level of each student. Moreover, the general observation of the student's attitude show a willingness to work even though each week the amount of exercises and laps increases by five. At the beginning of the six weeks the assigned laps start at ten; however, by the end of the six weeks the assigned laps were up to thirty-five.

CLASS GOALS:

Each class at the beginning of the six weeks was required to make a class goal. After a discussion the goal was written out and put on the wall and labled for that class period. Futhermore the instructor gave each class a goal and offers a reward for the class or classes that reach the goal. One goal is for the class to have the highest point average for the six weeks. The other goal is for the class to have the highest average in Adventure Education. The Adventure Education Program consist of a number of group problems to solve. As the group works together to solve the problems or progresses in solving the problems, the group will be awarded a certain amount of points. At the end of six weeks the points given on this one day of the week when Adventure Education is completed and points are accumulated the period with the highest average is given a food prize.

Each week the total class averages were posted and review with each class. The results have shown that classmates were encouraging classmates to work hard and get as many points as possible. During the last week the top classes have worked even harder than normal tc ensure the top score. One class chose to run all the assign laps. Every student in the class ran at least twenty-five to thirty laps. This was unique with a class of ten students. Never have this number of students chosen to run that many laps on a non test day since 1983. However, this class still came in second.

PERSONAL GOALS:

Each student was asked to set a personal goal in sports skills and physical fitness at the beginning of the six weeks grading period. This goal is writtten out step by step until the goal is finally reached. Each week the goals are worked on the student is responsible to write down specificly what was accomplished. Personal goals are worked on once a week and when the student accomplishes this goal the student is given a certificate. The students were asked to set a goal that will take six weeks or more to complete. The results have been very rewarding and at times astounding. Many times students need to up grade the goals. Students improve and reach goals such as dunking a basketball or other types of smaller balls when previously the most possible was touching the rim. Some make ten out of ten free throws or others may bench press twenty or thirty or even forty more pounds then before. Students also look forward to receiving the certificate of achievement.

STUDENT BEHAVIOR:

The purpose of this section is to describe the students' behavior in responce to positive reinforcement. Students who were positively reinforced with verbal praise, specific instructions, rewarded with material items or points for specific achievements and have been given a proper role model to follow in class, have displayed the following behaviors.

After receiving material rewards students say thank-you often. Students often apologize for using profanity. Students use the terms learned in the program Keys to Innervision. For instance the student will recognize when individuals in class are displaying inappropriat behavior or speech and say, "That's negative self-talk or that's negative behavior." Some students using the principles in Keys to Innervision have made a complete change. Even other staff including the

principal have notived the changes and made comments such as, "He is doing so well or he has changed so much". On two occassions students who had repeatedly been written-up and put in school time-out change their behavior to become "student of the month". Each of these students were noticed using terms in the Keys to Innervision regularly.

Two areas where students' behavior has changed dramiticly was in walking in the hall between classes and dressing for Physical Education class. Dressing for Physical Education class consists of putting on sweat pants or shorts and perhaps a tee shirt before going into the gym to participate in Physical Education class. These clothes were provided for each student. In one three year period a total of forty-seven write-ups were given because students refuse to dress for class. Later, positive reinforcemment was given to students that dressed for class. Each student earned a certain amount of points for dressing for class. The write-ups dropped dramatically. In fact in the first semester of the 1996 school year only three students were writtten-up for not dressing for Physical Education class. Also students were rewarded with extra points (twenty-five) for dressing for class on days it was not required. The result was that most of the students dressed anyway. The average number of students who did not dress per class on the option days was two or less.

Students, when being transported in the hallway going from the classroom to the locker room regularly talked, sang, rapped, looked in other classrooms, etc. Later, students were positively reinforced for a specific desirled behavior. The students earned a total of fifty points for remaining totally silent from the time they stepped outside the class room to the locker-room. Out of approximately fifty students, on the first day only one talked. The next day, four students did not earn the fifty points. The third day, only one of approximately fifty students made noise in the hallway. During the first six days this program was insituted, only eleven times were points taken. Three classes were totally silent. No more than two students made some type of noise in any class.

The students' view of the teacher also changed after the teacher began using positive reinforcement. Students made statements such as, "The sudents like or respect you ". Students wrote in journals that Physical Education class as a favorite. One reason was because they could earn coupons. Students regularly made statements for example, "Most staff is not like you" speaking in a positive way. The students worked harder during Physical Education class than ever before. Students ran more laps, and lifted weights more often. In addition, students did more calistenics since the positive reinforcement was started.

Seven students who had been in class with the teacher using positive reinforcement for three to six months said the following, "Helps people, trys to help them to change," "He is a positive self motivator and he teaches us to treat each other better," "He listens to what you have to say. He may not agree but he listens." "Very patient; tries to understand the student's point of view, he is fair and sets goals for himself and his students," and "He puts positive things into the students minds. He wants everyone to make it in life".

A survey was taken of fourteen students randomly. The students were asked to indicate personal feelings about positive reinforcement and negative reinforcement. Only two questions out of eight were answered unanimously. All students expressed positive personal feelings such as confident, smart, happy, and optmistic. When asked how they felt about a teacher who specifically tells the student what they "Did right." Also, all students expressed a positive personal feeling toward a teacher who gave them an award, mentioning emotions as joyful, special, determined, happy, and satisfied.

Some students on behavior contracts wanted to know how they did during class, they asked "Did I get it today?" "How did I do, did I make it?" Between two and four students asked daily during the first six weeks of the behavior contract.

THE TEACHER'S ATTITUDE TOWARD STUDENTS:

The purpose of this section is to discuss the attitude of the teacher using positive reinforcement. Casual observation has revealed that after the use of coupons as reinforcement, the teacher became more trusting of the students, allowing them more responsibility for certain behaviors with immediate supervision. For example the students were allowed to count most exercises personally and the teacher accepted the count given. Also, because of this added trust, a teacher's assistant program was developed. In this program a student who has enough high school credits is allowed to assist the Physical Education teacher in keeping records, writing coupons for the teacher to sign, keeping track of grades, and other classroom scores.The teacher has seen that students in this capacity can be trusted even more than ever expected. For example, the students scores were converted into points and these points were used in a classroom score sheet and put into the gradebook for a weekly computerized grade. The student assistant at first just added each student's score, but was later given the responsibility of putting them into the gradebook. Even more recently the assistant also takes the grades from the grade book and puts them into computer for the print out. Much of this work is done with minimal supervision. However, random checks of scores show work to be consistently accurate. Something else that has been noticed is that students take this position seriously and seem to enjoy doing the work, especially during planning periods. Other students often comment, "I want to be or I'm going to be your assistant". This program gives the instructor the opportunity to interact with the student on a more personal level.

Using positive reinforcement has also helped the teacher to become more honest with students about class behavior. An example is that when using behavior contracts a specific behavior was watched for. If a student violated his or her contract the violation was verbally pointed out at that time or after class. Many times in the past, before positive reinforcement, a

student might try to get out of the behavior by blaming others or using some excuse. However, the contract was with one student and a specific behavior. The teacher and the student alike were honest in pointing out the violation. Regardless of how it happened, this often lead to further discussion on how to better live up to the behavior contract and the importance of accountability.

The teacher is more specfic with students. Students on behavior contracts needed to know what to work on. The more specifically the behavior was explained the easier it was for the teacher and the student to recognize it. Being specific helped to control the class as a whole. In Physical Education class students many times would have problems controlling behavior if a call went against them. If the activity was basketball, the student may react with fits of anger and use profanity. Using specific corrective instructions the class was told, "Accept all calls, and accept all no calls even if you don't agree". Class sportsmanship did improve and this became a commonly used pharse even outside of the gym. Students would repeat it even before it came out of the teacher's mouth. In one class, there have been fewer than five incidents when students where students needed to be put out of the activity because of unsportsmanlike conduct during a wiffle ball game or a basketball game in a semester of classes. Often students have been observed helping each other maintain proper control. Specfic comments also help students to understand clearly what is expected from the teacher. In the example of students talking in the hallway or making other noises, students needed clear direction on the expectation. The students were told to be silent where as before students were told, "Keep the noise down" or "no talking".

Positive reinforcement has reduced the number of negative write-ups in the educational setting. During the years 1983-1985 eighty-five write-ups were handed out, an average of twenty-eight per school year. During the first semester of the 1996-1997 school year only six incident

reports have been written. Positive reinforcement has been used to help student achieve, rather than finding reasons to punish. Students on behavior contracts were rewarded with a coupon daily for displaying positive behavior. The negative consquence was not receiving the coupon. Also, additional points could be earned for completing class activities and for displaying positive behavior. The negative consequence was losing points in class. However, the individual student and the class as a whole were rewarded for earning a high amount of points or the highest points during the six weeks. The teacher also knows that students value the material rewards and realizes that the loss of points is a meaningful consequence.

The teacher using positive reinforcement looks to help the students. Discipline means to train or instruct. However, many educators view discipline as punishment. A teacher using positive reinforcement gives specific instructions. The teacher tells the students what to do, clearly defining the teacher's expectations. The student gets the clear mental picture from these words and this mental picture guides students to the expected behavior. Kuln says, "Humans move toward the pictures in the mind and the feelings the pictures create". (22:12-14) Therefore, human behavior can be controled fundamentally by words. The teacher is helping the student to achieve appropriate behavior. On the other hand if the teacher uses negative words and speaks only of the negative consquences or the punishment the student will get the mental picture of negative events and emotions resulting in negative actions. During two months in the spring of the 1996 school year four students were sent to "time out" for not dressing for Physical Education class. Although this is a reduction from previous years, this still shows a sharp increase in relatively a short amount of time. During the first four months of the 1996-1997 school year only three students have been written up and put in time out for not dressing for class. However, several times during the same time period different students came to class complaining and using personal excuses for not dressing for class. Students are required to have a medical

excuse from the nurse to be excused from class. After listening to the student's explaination for not dressing for class, the teacher then used the clear nonthreating statement saying, "Dress and do what you can". The specific words describes what the teacher wants in a calm way and leads the students to a desired behavior. The results have been the best record for students dressing for Physical Education since 1983.

Another discovery has been the effect of the specific positive statement upon the teacher. Delivering messages of negative actions and consquences create negative pictures in the mind of the teacher and create negative emotions, The results are usually an argument with the student or a negative consequence for the student. However, a specific statement delivered in a positive way helps the teacher to remain calm.

Positive reinforcement contributes to the teacher becoming more confident. Experience with positive reinforcement can assist the teacher to realize that it aids in controlling the student's behavior and gives the teacher different options when dealing with behavior problems. Students' expressions and reactions to positive reinforcement demonstrate its effectiveness. Students look foward to the meaningful rewards and express a desire to be recognized for outstanding achievements. Weekly, students check the classroom point sheets to see personal scores and the scores of the class as a whole. Students check for errors as well as personal and class ranking. The increase interest in class activitives gives the teacher positive feelings about what is happening in the classroom. In addition, the teacher feels more secure about handling classroom problems because so many options can be used effectively before using punishments.

PROFESSIONAL GROWTH THROUGH POSITIVE REINFORCEMENT:

The effect of positve reinforement on the students has encouraged professional growth and change. Each six weeks at the WVIHY an awards assembly is given to present students with

certificates for academic and conduct achievements. Students have expressed appreciation for receiving awards. However, students have also expressed disapointment when handed the awards privately. The instructor now participates every six weeks and looks for ways to add meaningful awards to be presented during the awards assembly. Giving awards to students before the student body and school is a change for some teachers but is worth doing. It is nice to see students express thank-you and see other students react with determination to get a reward also.

Positive reinforcement has been used at the WVIHY in the past and has been a success; however, it lost support and the impact upon the students was lost. The students are aware that the program is avalible outside of the education department at the WVIHY, but it is not emphasized. One example is "smilies" or positive incident reports, which has a smiling face at the top. This report is written if a student displays exceptional behavior. Very few are written even though these reports go on the student's permanent file. Using the "similies" with the "thirty day" students has gotten outstanding response though. The thirty day students, or Diagnostic unit, is only at the instutution for testing once the testing is over the student returns to court within thirty days. After class with these students daily janitoral work is scheduled to be done. Each student is assigned a job. If the job was not completed, then the negative consequence would ordinarily be given. Because of the success of positive reinforcement by positive incident reports,"smilies" were given to students who volunteered. Two to five positive incident reports were written daily and given to the student the next day. As a result several students volunteered when asked to complete a cleaning task. Several also expressed disappointment if not given the opportunity to work. This change has improved the sanitation and orderliness of the Physical Education Department.

ADDITIONAL PROGRAMS ADDED:

Although Keys to Innervisions came to the WVIHY in 1994, an additional item has been added to this program. A school store has been developed as an incentive for students to earn coupons and spend them as a six weeks activity for students who have done well in school. The store takes a considerable amount of money to keep it going. but was created because of past success with positive reinforcement in the individual classroom setting. Questions which had come up include, whether positive reinforcement could be successful in the entire school and whether or not every teacher at the WVIHY could use positive reinforcenent. What will be the impact on the students? After lengthy discussion the idea of a school store was finally decided. It became very successful for several reasons. One it gave the students a chance to be recognized daily for achieving something good. Two, it allows teachers the opportunity to reward students which helps both the teacher and the student to feel good about themselves. A third reason is that the items in the store are what students have requested. Fourth, it also gives both the students and teachers the opportunity to set goals and have a meaningful payoff other than grades. Finally, it gives both staff and students a special day to look foward to. Which breaks the routine. Discussing and presenting ideas for a change which affects the entire school at staff meetings may be a challenge for some teachers but making the change has been worth it. This program caused students to display consistent honest behavior when respecting other student's coupons. For instance there have been very few items stolen from the school store. Because of the success of the school store, the coupons became more valuable. At first only a few coupons were written and teachers wait for outstanding events to occur before writing coupons. At first students were frustrated and losing interest but students begin earning coupons for specific achievement such as an 'A' on a test along with outstanding events. The amount of coupons written daily by all staff increased. Coupon use also increased with the idea of behavior contracts which was tried with outstanding success. Students who previously had to be repeatedly corrected for violations of class rules began to display positive or desired behaviors consistently.

In fact, students daily completed the behavior contracts with one or fewer violations over eight-five percent of the time. Students completed the contracts with no violations almost seventy percent of the time. Although the teacher had to write more coupons, the response of the students made it worthwhile. Another factor included the duration of the contract. Students in some cases only needed to have a behavior contract for a week or two. The response of the student, and the teacher's attitude, must be considered.

The success in the positive reforcement program has promoted confidence and has encouraged personal growth. Programs such as Keys to Innervisions need instructor and trainers for staff and students. The good incurred using positive reinforcement principles have generated enthusiasm for teaching students and training staff. Invitations have been given to train staff locally, who would become a certified trainer who may be used statewide.

Another program, although totally different, is Adventure Education. In this program students are asked to solve a problem. The group as a whole must to be involved in order to accomplish the objective. Teamwork and cooperation are essential. There are over forty activities to learn. Keys to Innervisions and Adventure Education work together because they deal with real life situations. The terms used in the positive reinforcement program Keys to Innversions are used when teaching Adventure Education to evaluated on how students worked together to solve the problem. Staff and students alike need training in Adventure Education. Invitations have been given to teach these activities to staff and public school students. The success discovered in positive reinforcement has encouraged individual growth, and confidence to train other educators and public school students.

FURTHER STUDIES:

A consideration of futher studies on the effect positive reinforcement has on the teacher, the one giving it. This may change the way he or she interacts with students and people in general. These changes may include the elements listed below as well as others.

1. Openly praising students and others honestly helps both parties feel good about themselves.
2. Giving awards, prizes, and tokens, daily and otherwise. Publicly giving students recognition helps teenagers to indentify with themselves.
3. The simple specific approach to miss behavior is to tell the student what to do rather than constantly punishing and belittling students. This is good corrective counsel.
4. The teacher as far as possible needs to be a good role model.

Other questions to be considered are: To what extent can these principles be used to help a teacher become more professional and effective? What are the benefits to the teacher outside of the classroom? Can these four points create a successful program for the entire school or institution? Will these principles allow students to achieve more and control behavior in an entire juvenile facility?

SUMMARY:

Positive reinforcement takes work. In many cases more work than an average teacher will do. However, it is worth it. Behavior contracts are just one aspect of positive reinforcement that has been tested in this research project. Success will come if the student sees value in the pay off. It must be remembered that the pay off does not have to be material things. In fact when positive reinforcement reaches it highest level, the positive behavior happens because the person wants to do it. However, when dealing with youths who have problems achieving or have difficulty controling personal behavior, controled material giving can help. It may also meet basic emotional needs and show the child the teacher cares. Punishment or negative consequences have their place, but they need to be balanced with positives consequences. Students from time to time need to be reminded that these rewards are not to be demanded.

be reminded that these rewards are not to be demanded. The teacher uses this method of teaching because he\she wants to. If the students continues to demand his\her rewards the program for that student needs to stop. Another drawback is the temporary effect. Students will perform a certain way in one enviornment and later the same day revert back to negative behaviors. It takes time for the learning to be internalized.

Most of all, the teacher has a great efffect on the positive reinforcement program. Consistency is necessary! Teachers must be sure to know personal limits or be willing to find them. Students need to know what is expected of them. However, students also need to know the teacher will back up the words with action. This allows the student "at risk" to develop trust and have secruity for something positive in his\her life.

BIBLIOGRAPHY:

1. Awake Magazine. "What's Happening in School Today?" Watchtower Bible and Tract Society, December 22, Vol. 76 No. 24 Page 3 1995.

2. Awake Magazine. "Why Should I Put Myself Out for Others"Watchtower Bible and Tract Society June 8, Vol 71 No. 11. Page 17-19 1990.

3. Awake Magazine. "Parenting a Difficult Child" Watchtower Bible and Tract Society November 22, Vol 75 No. 22 Page 3-12 1994.

4. Awake Magazine. "The Happiness That Comes From Giving" Watchtower Bible and Tract Society December 22, Vol 57 No. 24 Page 34 1976.

5. Awake Magazine. "What Makes a Criminal" Watchtower Bible and Tract Society. August Vol 66 No. 15 Page 3-12 1985.

6. Biehler, Robert F. Psychology Applied to Teaching Houghton Mifflin Company Boston, 1978.

7. Braham, Barbara J. Self-Esteem and Getting Ahead South Western Publishing CO. Cinn. OH. 1992.

8. Canter, Lee and Marlene. Assertive Discipline Lee Canter and Associates Inc. Santa Monica CA 1988.

9. Combs, Kelly S. "Positive Verbal Reinforcement" August 1993 Scholastic Coach Vol 63 No. 1 Page 16.

10. Duncan, Andrew. "Resiliency Concepts Offers Best Chance for Change" NWREL Portland Oregan 1995.

11. Duenk, Lester M. "Games Promote Fun" Industrial Education March 1987.

12 Earnest, Ed. "C.I.T.Y. Program Chosen as National Mode." Pacesetter Volume13 No.1 January - April Birmingham, Alabama. 1994.

13. Earnest, Ed. "The Community Intensive Treatment Program" Birmingham, Alabama 1994.

14. Ellis, Albert. A New Guide to Rational Living Wilshire Book Company, New Jersey 1995.

15. Esther, Rothman P. Angel Inside Went Sour David McKay Company, Inc. New York 1970.

16. Glasser, William. Schools Without Failure New York : Harper and Row, 1969.

17. Gorden, Thomas. Teachers Effective Training Peter H. WYDEN, New York. 1974.

18. Grossman, Hubert . Nine Rotten Lousy Kids Copyright 1972. Holt Richert and Winston New York 1974.

19. Jones, Richard. Fantasy and Feeling in Education. New York University Press 1968.

20. Krumboltez, Helen and John. Changing Children's Behavior. New Jersey: Prentice Hall, 1980.

21. Kuhn, Ronald G. Keys to Inntervision Keys to Excellence, Inc. 1990 Scottsdale, Arizona.

22. Kuhn, Ronald G. "KIV Implication" Scottsdale, Arizona 1993 - 1983.

23. Merki Don, Mary. Health. Glenco Publishing Company Health Mession Hills, California, 1987.

24. Mitchell, William and Charles Paul Conn. The Power of Positive Students. New York: Williaml Marrow 1985.

25. Moore, Gary. "The Adventure Education Center" Instructor's Manuel 1993.

26. Morgenthau, John L. Behavior Management in Juvenile Facilities American Correctional Association 1993.

27. Overstreet, MA. Influencing Human Behavior New York : E.F. Dutton, 1965.

28. Robinson, David. "A Different Learning Approach for Sharidan Youths" Pacesetter September - December Vol. 13 No. 3 1991.

29.. Ryan, T.A. and Grassano M.C.J. Female Offenders Meeting the Needs of a Neglected Population Federal Bureau of Prisons 1992.

30. Safran, Joan S. and Stephen P. "Teaching Behavioral Awareness in Groups" Elementary School Guidance and Counseling. December Pages 92-96 1986.

31. Sellers, Bill. "PACE is K.I.N.D. in Louisiana" Pacesetter May-August 1992.

32. Strang, Ruth. Helping Your Child Develop His Potentials New York: E.F. Dutton 1965.

33. Steiner, Paul. Delinquency Prevention Juvenile Justice Clearinghouse Rockville, MD February 1994.

34. Thomas C. "Island Youth Programs" Galveston Texas November 6, 1995.

35. Tice, Louis. An Education Program The Pacific Institute Seattle, Washington 1984.

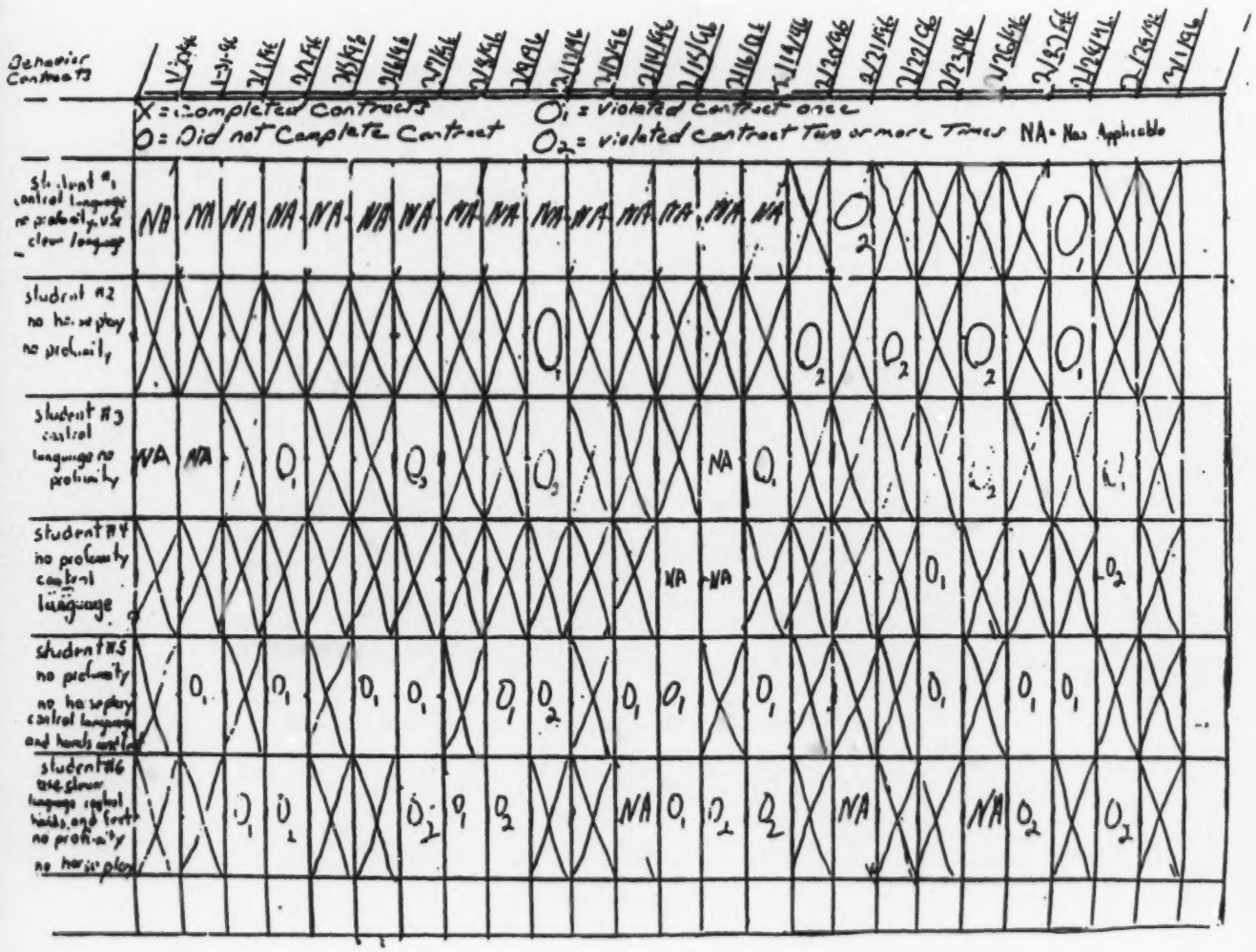
36. Turner, Joanie. "Success in Every Way" Pacesetters May - August 1994.

37. Watchtower Magazine. "Gaining Strength by Mutual Encouragement" Vol 135 No.13 Page 414 July 1, 1964.

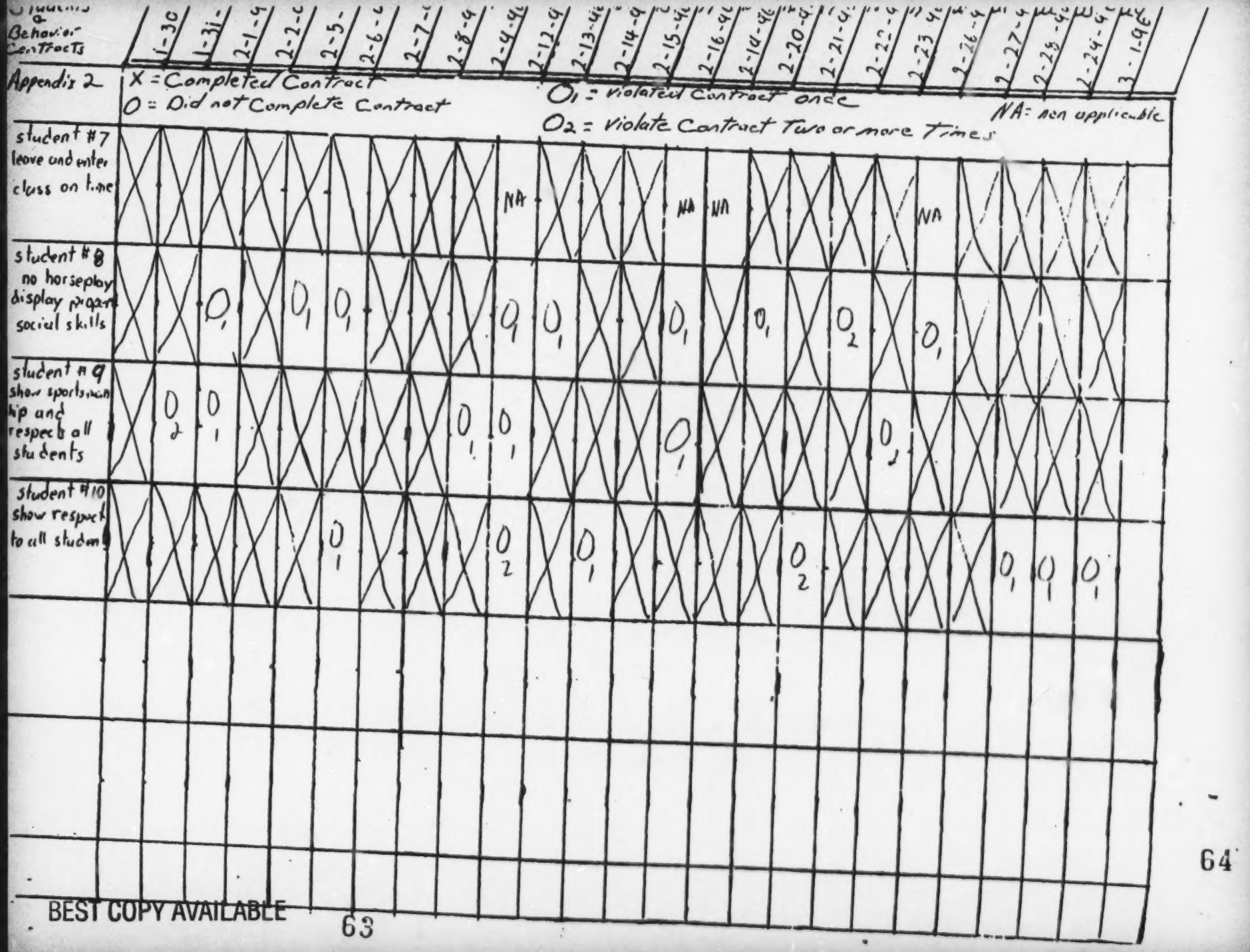
38. Weiss, Joan C. "Treatment,Rehabilitation and Education" State and Local Programs June 1994.

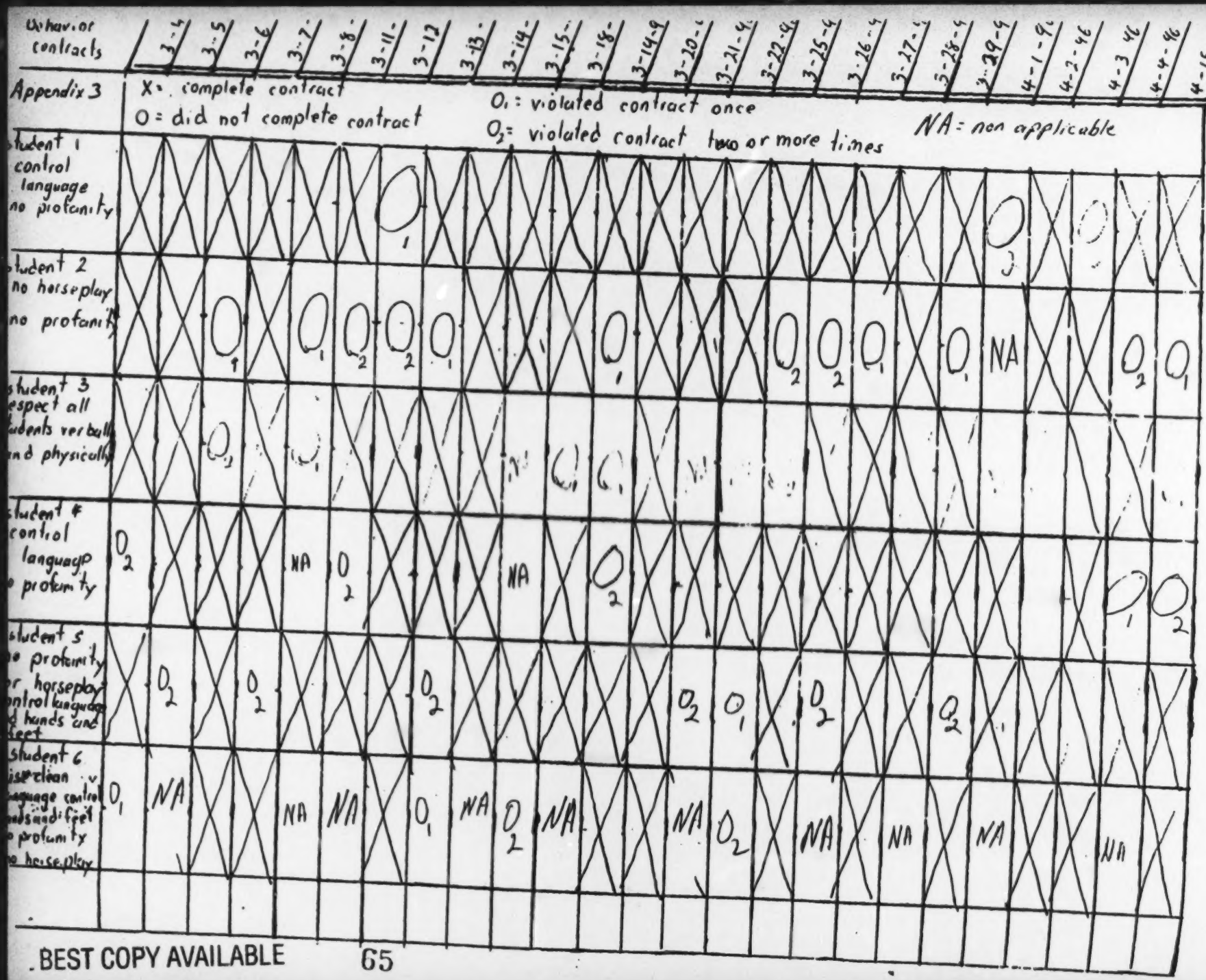
39. Wilcox, Rozanne. The Effects of Positive Reinforcement Teikyo University Salem, WV April 1989.

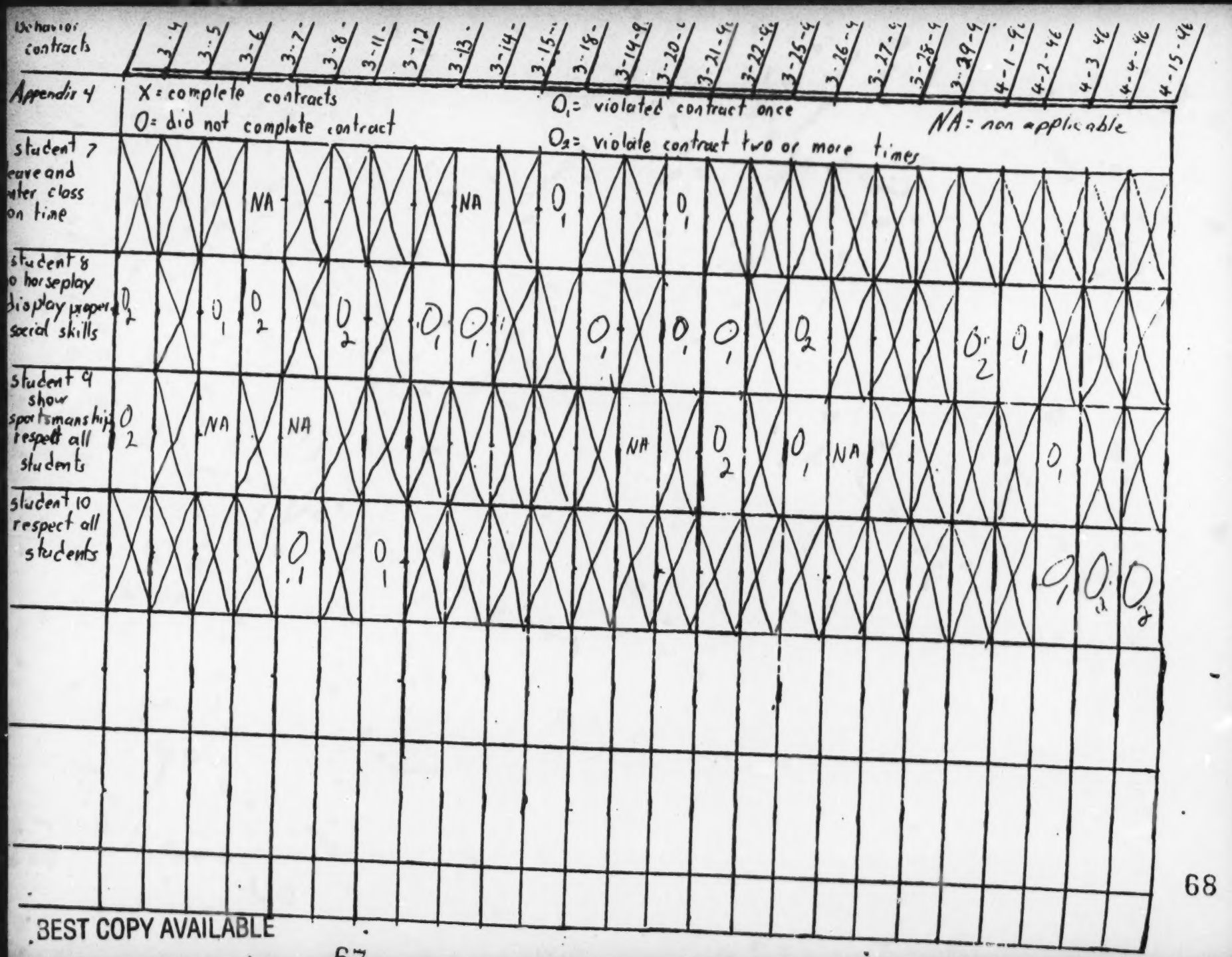
THE FOLLOWING IS A CHART OF THE BEHAVIOR CHECKLIST FOR STUDENTS ONE THROUGH TEN.


Behavior Contracts
X = Completed Contract
O = Did not Complete Contract
O1 = Violated Contract once
O2 = Violated Contract Two or more Times
NA = Not Applicable
student #1 control language no profanity use slow language
student #2 no hands no profanity
student #3 control language no profanity
student #4 no profanity control language
student #5 no profanity no hands control language and hands control
student #6 use slow language control hands and feet no profanity no hands

BEST COPY AVAILABLE


Student Behavior Contracts
1-30
1-31-
2-1-9
2-2-9
2-5-
2-6-9
2-7-9
2-8-9
2-9-9
2-12-9
2-13-9
2-14-9
2-15-9
2-16-9
2-19-9
2-20-9
2-21-9
2-22-9
2-23-9
2-26-9
2-27-9
2-28-9
2-29-9
3-1-96
Appendix 2
X = Completed Contract
O = Did not Complete Contract
O1 = Violated Contract once
O2 = Violate Contract Two or more times
NA = non applicable
student #7 leave and enter class on time
student #8 no horseplay display proper social skills
student #9 show sportsmanship and respect all students
student #10 show respect to all students


Behavior contracts
3-4
3-5
3-6
3-7
3-8
3-11
3-12
3-13
3-14
3-15
3-18
3-19-9
3-20
3-21-9
3-22-9
3-25-9
3-26-9
3-27-9
3-28-9
3-29-9
4-1-96
4-2-96
4-3 96
4-4-96
4-15-96
Appendix 3
X = complete contract
O = did not complete contract
O1 = violated contract once
O2 = violated contract two or more times
NA = non applicable
Student 1 control language no profanity
Student 2 no horseplay no profanity
Student 3 respect all students verbally and physically
Student 4 control language no profanity
Student 5 no profanity or horseplay control language hands and feet
Student 6 use clean language control hands and feet no profanity no horseplay



BEST COPY AVAILABLE

BEST COPY AVAILABLE

Appendix 6

X = complete contracts
O = did not complete contract
O_1 = violated contract once
O_2 = violate contract two or more times
NA = non applicable

Use behavior contracts	4-16	4-17	4-18	4-19	4-22	4-23	4-24	4-25	4-26	4-29	4-30	5-1	5-2	5-3	5-6	5-7	5-8	5-9	5-10	5-13	5-15	5-16	5-20	5-21	5-22
student 7 leave and enter class on time	X	X	X	X	X	X	X	NA	NA	X	NA	X	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
student 8 no horseplay display proper social skills	X	X	O_1	X	X	X	X	X	X	O_2	X	X	X	O_1	O_2	X	X	O_1	O_1	O_2	O_1	NA	3	O_1	
student 9 show sportsmanship respect all students	X	NA	NA	X	O_2	O_2	X	X	X	X	X	X	X	O_1	O_1	X	X	X	O_1	O_2	X	X	X	X	X
student 10 respect all students	X	O_2	O_1	X	X	X	X	X	X	X	X	X	X	O_1	X	X	NA	X	X	O_2	X	X	X	X	X

BEST COPY AVAILABLE

Behavior contracts	5-28-96	5-29-96	5-30-96	5-31-96	6-3-96	6-4-96	6-5-96
Appendix 7	X = completed contract O = did not complete contract			O_1 = violated contract once O_2 = violated contract 2 or more times		NA = non applicable	
Student 1 control language profanity, use clean language	X	O 2	O 1	X	X	X	NA
Student 2 no horseplay, no profanity	NA	O_1	O_1	NA	O_1	NA	O_1
Student 3 control language- no profanity	O_2	X	O_2	X	O_2	O_2	X
Student 4 no profanity control language	NA	NA	NA	NA	NA	NA	NA
Student 5 no profanity no horseplay control language hands and feet	X	X	X	X	X	X	X
Student 6 use clean language, control hands and feet profanity horseplay	X	O_2	NA	NA	O_2	NA	X

Appendix 8	X = completed contract O = did not complete contract							O_1 = violated contract once O_2 = violated contract 2 or more times							NA = not applicable
behavior contract	5-28-96	5-29-96	5-30-96	5-31-96	6-3-96	6-4-96	6-5-96								
student 7 leave and enter class on time	NA	NA	NA	NA	NA	NA	NA								
student 8 no horseplay display proper social skills	O_1	O_1	O_2	O_2	O_2	O_2	O_2								
student 9 show sportsmanship respect all students	O_2	O_2	X	O_1	X	O_2	O_2								
student 10 respect all students	X	X	X	X	X	X	X								

BEST COPY AVAILABLE

THE FOLLOWING IS A SAMPLE OF A STUDENT EVALUATION SHEET.

EDUCATIONAL PROGRESS REPORT PAGE 2 NAME Student No 1

SUBJECT READING

Recent Progress: __ Good __ Average __ Poor
Present Status: __ Passing __ Borderline __ Failing
Recommendations: __ Continue good work __ Increase preparation and study __ Better written work __ More serious approach __ Increase class participation __ Additional help needed
Recommended Phase: __
COMMENTS

SUBJECT PHYSICAL EDUCATION/HEALTH

Recent Progress: __ Good ✓ Average __ Poor
Present Status: ✓ Passing __ Borderline __ Failing
Recommendations: __ Continue good work __ Increase preparation and study __ Better written work __ More serious approach __ Increase class participation __ Additional help needed
Recommended Phase: 4
COMMENTS: Completes Work. Is working better over-all. Needs to keep putting himself + other UP! This is what residents on Phase 4 do!

SUBJECT INDUSTRIAL ARTS/DRAFTING

Recent Progress: __ Good __ Average __ Poor
Present Status: __ Passing __ Borderline __ Failing
Recommendations: __ Continue good work __ Increase preparation and study __ Better written work __ More serious approach __ Increase class participation __ Additional help needed
Recommended Phase: __
COMMENTS

SUBJECT HOME ECONOMICS/LIFE SKILLS

Recent Progress: __ Good __ Average __ Poor
Present Status: __ Passing __ Borderline __ Failing
Recommendations: __ Continue good work __ Increase preparation and study __ Better written work __ More serious approach __ Increase class participation __ Additional help needed
Recommended Phase: __
COMMENTS

SUBJECT _____

Recent Progress: __ Good __ Average __ Poor
Present Status: __ Passing __ Borderline __ Failing
Recommendations: __ Continue good work __ Increase preparation and study __ Better written work __ More serious approach __ Increase class participation
Recommended Phase:
COMMENTS

BEST COPY AVAILABLE

THE FOLLOWING IS A SAMPLE OF THE COUPONS GIVEN AS A REWARD FOR COMPLETING THE BEHAVIORAL CONTRACT.

The Right Way Store - 1 Coupon
Date 5-1-96
Name Student No 1
Commendable behavior Showed proper respect toward all students
Signed U. Phelps

The Right Way Store - 1 Coupon
Date 1-2-96
Name Student No 1
Commendable behavior Showed proper respect toward all students
Signed U. Phelps

The Right Way Store - 1 Coupon
Date 11-10-96
Name Student No 1
Commendable behavior Completed his contract in Physical Education Class
Signed U. Phelps

The Right Way Store - 1 Coupon
Date 1-15-96
Name Student No 1
Commendable behavior Displayed a fine attitude toward other students.
Signed U. Phelps

The Right Way Store - 1 Coupon
Date 4-15-96
Name Student No 1
Commendable behavior Controled his comments & showed respect toward all Students
Signed U. Phelps

The Right Way Store - 1 Coupon
Date 11-15-96
Name Student No 1
Commendable behavior Displayed proper conduct as outlined on his contract.
Signed U. Phelps

The Right Way Store - 1 Coupon
Date 3-3-96
Name Student No 1
Commendable behavior Successfully Completed his contract Controling hands & feet
Signed U. Phelps

The Right Way Store - 1 Coupon
Date 2-19-96
Name Student No 1
Commendable behavior Demonstrated proper control of his behavior
Signed U. Phelps

BEST COPY AVAILABLE